# WOMAN'S VARIED INTERESTS

## LUNCHEON FROCKS

### Colorings of Petunia, Pansy and Other Well Known Flowers Also Are Repeated with Charming Effects—Designs Often Elaborately Simple.

LUNCHEON frocks repeat in their colorings the shades of all the well-known flowers. Every rose tone is accurately reproduced in the voiles, crepons, crepes, taffetas and chiffons which chiefly contribute to the development of the mid-day costume of ceremony. And so elaborately simple are many of these frocks as to confirm the opinion that women dress for each other.

Creamy white as is a certain large rose, the name of which matters not because none who has seen it can ever forget the glossy petals and the deep perfumed heart of it, is the tone of a model in charmeuse and crêpe. The satin is used for an underskirt—remarkably narrow, even for these days—for the band bordering on a correspondingly wide overdress, and for a collarless blouse with fronts caught in at the waist by a single huge black rose. Because the overdress, the salient feature of this frock, is in the crêpe, the effect of the costume is one of thin, opaque whiteness, which the dense blackness of the fabric rose on the corsage serves to intensify.

THIS LUNCHEON FROCK FOR A YOUNG GIRL HAS A SKIRT OF FINE WHITE SERGE, WITH THE YOKE BRAIDED IN BLACK. THE ETON JACKET, WHICH IS NOT SHOWN, HAS BRAIDED COLLAR AND CUFFS TO MATCH. THE BLOUSE IS OF HEAVY WHITE CHIFFON, SIMPLY HEMSTITCHED, AND HAT OF WHITE TAFFETA WITH BLACK QUILL.

**An Attractive Frock Design.**

In a second white frock the diminutive underskirt is as scant as it can be and exist at all. A mere band of rose-white taffeta is scarcely shown below an overdress in crêpe, deeply hand embroidered from the knees down. Above it, the sketchiest sort of a basque in taffeta, to match the underskirt, is trimmed with lines of small buttons. They fasten its fronts, which are not fitted—merely puckered to the figure under the arms—and they define overlapped shoulder seams, running into sleeves extending half way down the arm at the under side, but exposing most of the its upper portion. Transparent long undersleeves are occasionally attached to this basque, but usually the forearms, as well as the neck, finished with a narrow collar turned back to form four corners, are exposed.

Petunia pink—that lovely shade which recalls old-fashioned gardens—is for the time being enjoying extraordinary vogue. One comes upon it in most of the crêpes and silks, but it is most alluring when produced in a sheen-surfaced fabric like charmeuse. Relieved with touches of lace, gauze and velvet, it makes the most charming of luncheon frocks of the elaborately simple order.

**The Petunia's Deepest Shade.**

Of the deepest pink which the petunia attains is a charmeuse frock whose untrimmed skirt is separated from a low-cut, sleeveless blouse by a self-girdle closing under a blue velvet rose. Building up the curve of the decolletage at back and front is a frilling of white fluted tulle.

Pansy shades are used for some of the daintiest of the new luncheon frocks in mousseline trimmed sparsely with lace or pleated tulle. There are, too, lovely little mid-day toilettes entirely in white or cream chiffon and in net trimmed with mousseline. The latter are charming on young girls, whose fresh beauty does not require a setting other than that of the filmy or semi-transparent effect in materials.

Instead of being mounted upon silk these chiffon frocks are made over a firm quality of net and worn over an untrimmed princess slip in China silk. A girdle in old blue, a rose shade—which in some cases means yellow, cream or red as well as pink, or in a pansy tone—adds enough of color to the costume. A New York debutante is depending upon four of these plain chiffon frocks for luncheon and general afternoon use. They are in white, pansy blue, fuschia pink and rose yellow. With all of them she wears a black velvet cantotier hat.

**Simplicity a Characteristic.**

Frocks for informal luncheons are almost as simple of design as are those donned for morning walks. Their bodices are very slightly opened at the neck and scarcely any lace is used upon them. The elaborate effect is chiefly contributed by short elbow sleeves and a colored girdle which sometimes lengthens into a sash.

A good example of the informal luncheon frock has a black satin underskirt, almost covered by an overdress in pleated white bryk bryk starting under a pistache green ribbon girdle whose sash ends are drawn forward to below the left hip and there bow-knotted. Double frills of white lace trim the loose elbow sleeve and a wired lace Medici collar outlines the slightly pointed neck of the pleated blouse.

The small hat in all white worn with it is trimmed with a pair of short wings.

ON THE LEFT IS A DARK BLUE CHECKED SERGE, WITH A V OPENING AT THE NECK, W HICH IS FINISHED BY A DARK BLUE VELVET COLLAR. THE BROAD, PATENT LEATHER BELT, PUT THROUGH SLITS CUT IN THE RUSSIAN TUNIC, SLIGHTLY GATHERS THE MATERIAL.

OF PLAIN BLUE SERGE IS THE MODEL AT THE RIGHT. THE WHITE LINGERIE DICKY AND COLLAR RELIEVE THE SOMBRE BLUE TONES. A BOX PLEATED TUNIC FALLS BELOW THE WIDE BELT OF THE SAME MATERIAL.

A BABY DRESS OF FINE WHITE LAWN TUCKED, HAND EMBROIDERED AND EDGED WITH EMBROIDERY IS SHOWN AT THE LEFT. THE NEXT FIGURE IS WEARING A SIMPLE ONE-PIECE MODEL OF FLOWER-SPRIGGED MUSLIN EDGED WITH RUFFLES OF THE SAME. COLLAR AND SLEEVE RUFFLES OF WHITE LAWN. THE THIRD FIGURE SHOWS A BLOUSED ONE-PIECE FROCK OF PERSIAN LAWN, HAND EMBROIDERED IN WHITE WITH SCALLOPS AND DOTS.

## INDIVIDUALITY FOR EACH

### Don't Expect Your Child to Equal Every Other Child's Superlative Accomplishment; Rather Encourage Him in the Particular Bent of His Mind and Ability.

WHEN a mother went to see a friend one afternoon she could not but admire the zeal and thoroughness with which the small daughter was cleaning the china closet, and the neatness with which the child replaced the contents. And when she got home she could not help giving expression to her admiration in the presence of her own daughter, in a tone that carried something more than a suspicion of reproach tor the child's deficiencies in the direction of certain kinds of household work.

Why should you expect your daughter to have all the capacities and talents of your neighbor's daughter? And why should you expect your younger son to have all the capacities and talents of your older son? But if you know that each child is quite unique in his combination of abilities and limitations, what right have you to reproach her with letting a schoolmate get ahead of her in music, while you reproach the child again for not coming up to another's standard in sewing or cooking?

If we were only consistent in our theory as to what we may expect of children, perhaps parents would more quickly come to understand the little animals for whose upbringing they are responsible. But when it suits our purposes to assume absolute equality of ability, we do not hesitate to say to George, "I know you can learn to spell because Mrs. Johnson's boy is a very good speller, and he is three months younger than you are."

On the other hand we do not hesitate to boast—when the occasion presents itself—that our George won two medals in athletics and made the handsomest book-rack in the school shop. Does it never occur to us that only the fastest runner can win the medal for running, and that it is impossible for all the boys to be fastest runners?

Our easy transition from praise to blame for conditions that are for the most part entirely beyond the control of the children may have several unexpected and quite undesirable results. To praise George for his superior handwork, or Harry for his superior spelling is likely to make the boy unduly conceited.

Praise in due measure for effort and industry has its uses in stimulating further effort until the habit of industry is fixed. But praise for a native interest or aptitude is as misplaced as praise for good looks or long hair.

On the other hand to reproach a child by emphasizing his failure to approach a standard set by his neighbor or cousin is not going to encourage him to try harder. It is more likely to engender a dislike or positive hatred for the unconscious model of virtue or achievement. Each one of us may recall some pet aversion to a perfectly innocent and harmless child, brought about by the constant reference to them as examples worthy of emulation in the very things that came hardest to us.

Let us first of all recognize that no two children can do exactly the same kinds of work in exactly the same way. Instead of adopting as our guide the abstract "average child" that occupied the attention and solicitude of educators but a few years ago, let us recognize that this average child does not exist; but that instead the world is full of a multitude of diverse little personalities, each with his own set of native interests and skills and tastes and awkwardnesses, with his own range of appreciations and his own blind spots. Let us make it our business to understand the few children in whose development and welfare we are most concerned, so that we know just where their talents and weaknesses lie. Then we shall be in a position to guide them most helpfully.

If we get away from the superstitious belief that all individuals can do all things that any one can do, we shall change our expectations and reduce our disappointments. But we need not on that account lower our standards. On the contrary, we shall then be in a position to set standards that are reasonable, and standards that will in many cases be in advance of what we are accustomed to expect of our children.

There is George's spelling, for example. While spelling is a very desirable accomplishment, it is by no means an essential to happy and effective living, or to good citizenship. Moreover, it is quite within the limits of the probable that the teacher who failed to teach George spelling has overlooked the one way through which alone he could possibly learn the art.

George should be encouraged to learn to spell for a variety of good reasons; but the fact that Harry is a good speller is not one of the reasons—that fact is quite irrelevant, it is an impertinence to mention it. George should be encouraged to learn to spell in a variety of ways; but a comparison with Harry's superiority in this direction is not one of the legitimate—or effective—ways.

The child should be encouraged to do somewhat better to-day than he did yesterday or last week; and this, whether it be in spelling or in playing the violin.

We should cultivate in our children an interest in developing some of their abilities for "all they are worth," and not merely to equal the attainments of a rival. The standard should be the best that a given child can do, in every way, not as good as certain others can do in some ways.